DOCUMENT RESUME

ED 348 255 SO 021 578

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TITLE Common Issues in World Regions. Teacher's Guide.
INSTITUTION Agency for Instructional Technology, Bloomington, IN.
PUB DATE 91
NOTE 46p.
AVAILABLE FROM Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120 (cost of video per program $150 plus shipping and handling; cost of eight videos (teacher's guide included), $895 plus shipping and handling; cost of additional teacher's guide $6.50 plus shipping and handling).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Case Studies; Educational Media; Foreign Countries; Foreign Culture; *Geographic Concepts; Geographic Regions; Instructional Materials; *International Educational Exchange; International Relations; Secondary Education; Social Studies; Student Educational Objectives; *Teaching Guides; Videotape Recordings
IDENTIFIERS *Canada; *Europe (West); North America

ABSTRACT

This teacher's guide is designed to supplement eight 30-minute video programs each of which presents two cases studies that explore an issue from Northern American (United States and Canada) and Western European perspectives. The series of programs is intended to strengthen what junior and senior high school students in the United States and Canada learn about Western Europe, as well as about their own countries. It is hoped that the series will help students learn how certain issues affect people, especially children their own age, and enable them to explore similarities and differences in the ways people of these regions respond to the issues. The video programs are constructed along basic geographic themes: location, place, human/environmental interaction, and movement. Each program explores how an issue related to these themes affects target-age students and their families in Northern America and Western Europe. The program topics are: (1) Urban Renewal in Canada and Scotland; (2) Suburbanization in the United States and Italy; (3) Industrial Change in the United States and Germany; (4) Immigration to the United States and France; (5) Impact of Tourism in the United States and Spain; (6) Survival of the Family Farm in the United States and the Netherlands; (7) Environmental Problems in the United States and Norway; and (8) Isolation in Canada and Switzerland. This teacher's guide provides program summaries, glossaries, suggested lesson plans, follow-up activities, reproducible maps, and a list of additional resources. (DB)

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COMMON ISSUES IN WORLD REGIONS

TEACHER'S GUIDE

SO 021 578

Agency for Instructional Technology

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A Unique International Collaboration

Common Issues in World Regions was co-developed by the Agency for Instructional Technology and the Centre National de Documentation Pédagogique in Paris. Eight other Western European and six Northern American education and television agencies contributed to the production of the eight programs within the series.

Production Agencies

- TVOntario (Canada)
- BBC—British Broadcasting Corporation (U.K.)

- Maryland Department of Education (U.S.)
- RAI—Radiotelevisione Italiana (Italy)

- Wisconsin Educational Communications Board (U.S.)
- FWU—Institut für Film und Bild in Wissenschaft und Unterricht (Germany)

- KLCS-TV, Los Angeles (U.S.)
- CNDP—Centre National de Documentation Pédagogique (France)

- South Carolina Department of Education (U.S.)
- P.M.A.V.—Programa de Mitjans Àudio-Visuals (Spain)

- Kentucky Educational Television (U.S.)
- NOT—Nederlandse Onderwijs Televisie, and BRT—Belgische Radio en Televie (Netherlands and Belgium)

- Maryland Department of Education (U.S.)
- NRK—Norsk Rikskingkasting (Norway)

- TVOntario—Chaîne Française (Canada)
- RTSR—Radio-Télévision Suisse Romande (Switzerland)

A Teacher's Guide
to Using

Common Issues in World Regions

Eight 30-minute programs for
junior high and high school geography and social studies courses

An international co-production managed by the
Agency for Instructional Technology
and
Centre National de Documentation Pédagogique (Paris)

Melinda Grewar
Guide Editor
Agency for Instructional Technology

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Program Outlines

Issue/Title	Geographic Theme	Scenario	Locales	Production Agencies
1. **Urban Renewal in Canada and Scotland**	Place	Families adjusting to changes caused by urban renewal	• Toronto, Ontario • Glasgow, Scotland	• TVOntario (Canada) • BBC—British Broadcasting Corporation (U.K.)
2. **Suburbanization in the United States and Italy**	Location	Families dealing with life in the suburbs	• Baltimore, Maryland • Milan, Italy	• Maryland Department of Education (U.S.) • RAI—Radiotelevisione Italiana (Italy)
3. **Industrial Change in the United States and Germany**	Place	Families dealing with the closing of major industrial factories	• Kenosha, Wisconsin • Bremen, Germany	• Wisconsin Educational Communications Board (U.S.) • FWU—Institut für Film und Bild in Wissenschaft und Unterricht (Germany)
4. **Immigration to the United States and France**	Movement	Migrant children and their families in new settings	• Los Angeles, California • Paris, France	• KLCS-TV, Los Angeles (U.S.) • CNDP—Centre National de Documentation Pédagogique (France)
5. **Impact of Tourism in the United States and Spain**	Place	Families adjusting to their towns becoming tourist centers	• Orlando, Florida • Palafrugell, Spain	• South Carolina Department of Education (U.S.) • P.M.A.V.—Programa de Mitjans Àudio-Visuals (Spain)
6. **Survival of the Family Farm in the United States and the Netherlands**	Human/environmental interaction	Concerns of families trying to survive on small family farms	• Richmond, Kentucky • Gouda, the Netherlands	• Kentucky Educational Television (U.S.) • NOT—Nederlandse Onderwijs Televisie, and BRT—Belgische Radio en Televie (Netherlands and Belgium)
7. **Environmental Problems in the United States and Norway**	Human/environmental interaction	Family livelihood threatened by environmental degradation	• Smith Island, Maryland • Bamble, Norway	• Maryland Department of Education (U.S.) • NRK—Norsk Riksskingkasting (Norway)
8. **Isolation in Canada and Switzerland**	Movement	Families dealing with life in isolated areas	• Hearst, Ontario • Bristen, Switzerland	• TVOntario—Chaîne Française (Canada) • RTSR—Radio-Télévision Suisse Romande (Switzerland)

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Introduction

Common Issues in World Regions intends to strengthen what junior high and high school students in Northern America (United States and Canada) learn about Western Europe, as well as about their own countries.

The cultural, economic, political, and security ties between these two major world regions are constantly tightening—especially as the European Community heads toward complete integration in 1992. The youth of these regions must learn more about each other so that as adults they can work together on a broad range of issues.

Series Objectives

To meet this goal, the series has been designed to

- let students experience the sights and sounds of daily life in the two world regions
- help students learn how certain issues affect people, especially children of their own age
- enable students to explore similarities and differences in the ways people of these regions respond to the issues

Components

Eight 30-minute video programs—Each program presents two case studies which explore an issue from Northern American and Western European perspectives.

Teacher's guide—This guide provides program summaries, glossaries, suggested lesson plans, follow-up activities, reproducible maps, and a list of additional resources.

Content

Teachers are encouraged to use any number of the *Common Issues* programs, in any order. The series was designed primarily for use in the Western Europe unit of junior high school geography and social studies courses. High school teachers of world history, cultures, and international studies could also use the programs to develop the geographic dimension of their courses.

The programs are constructed on basic geographic themes: location, place, human/environmental interaction, and movement. Each program explores how an issue related to these themes affects target-age students and their families in Northern America and Western Europe.

Questions on the videos and in this guide ask students to observe and compare how the issue affects people in both world regions. Comparing is an essential skill for young people in a global age, as it helps them understand themselves and people living elsewhere. Finally, short Issue Files in each lesson discuss related topics. The issues could serve as springboards for class discussion, research papers, or other projects.

Urban Renewal in Canada and Scotland

Objectives

After completing the lessons, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the issue of urban change in Canada and Scotland

Geographic Theme: Place

This program examines two neighborhoods, or distinct places, in Toronto, Ontario (Canada), and Glasgow, Scotland (United Kingdom). It considers how and why the characteristics of these places have changed, and how the changes have affected the families living there.

Program Summary

Canada

Gus Papazoglou lives in The Danforth, one of many neighborhoods of Toronto, Ontario, that have undergone several periods of change. In the 1960s, a major change came with the arrival of Greek immigrants. Before them, Italian, English, Scottish, and Irish immigrants had settled in The Danforth. When each new group arrived, they bought homes from the earlier immigrant groups, who moved to Toronto's more comfortable and prosperous neighborhoods.

Today many Greeks are selling their houses and moving to the suburbs. The Danforth's new residents include Arabs, Asians, and young professionals. New housing and business developments will further alter The Danforth. Gus's sister is sad that the neighborhood is no longer so thoroughly Greek, but Gus and his parents want to stay there.

Scotland

Betty Lindsay and her daughters, Marina and Amanda, live in Barlanark, a neighborhood of Glasgow. In the last 50 years Glasgow has dramatically transformed itself. City planners moved families from downtown slum tenements to new housing estates on the city's edge. But while the city rebuilt the downtown with freeways, apartments, and commercial buildings, it didn't provide local shopping, entertainment, and employment to the outlying housing estates. Neighborhoods such as Barlanark were neglected and soon became Glasgow's new slums.

Betty and other residents have formed cooperatives to renovate their neighborhoods and give construction jobs to local workers. Her daughters

would like new recreation centers and employment opportunities in the area. Until Glasgow's transformation is complete, it will exist as two cities: a sophisticated downtown and an outer ring of forgotten neighborhoods.

Glossary

cooperative—an organization owned and run by the people it serves

housing estate—a planned neighborhood of apartment buildings or houses, usually of similar appearance and built and leased by one manager

multi-story flats—high-rise apartment buildings

push factors, pull factors—the undesirable elements of a place that make one want to move away; the attractions of a location that encourage one to move in

tenement—a city apartment building; in Glasgow the tenements were inhabited by poor families and offered the minimum in safety, sanitation, and comfort

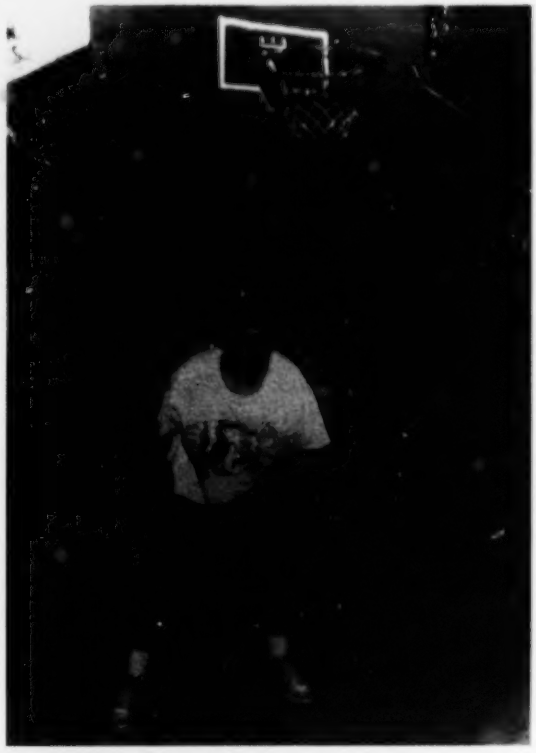
Teaching the Lesson

Before the Program

1. Ask students to identify what kinds of changes can occur in a neighborhood. *(Students might note new traffic lights, housing additions, demolition of old buildings, people moving in or out, etc.)* Have students share how changes in their neighborhood have affected them.

2. Tell students they are going to watch a program about how urban changes have affected the neighborhoods of two teenagers, one living in Toronto, Ontario (Canada), and the other in Glasgow, Scotland (United Kingdom). Ask students to watch in the first half of the program for changes that occurred in the boy's neighborhood (a narrator will ask this question at the end of the first case study).

3. Show the first half of the program (approximately 15 minutes).



Gus Papazoglou of Toronto, Ontario

During the Program

1. At the end of the Toronto case study, pause the video after the narrator asks: "How has Gus's neighborhood changed?" Have students review what they have watched.

2. Now have the class give details from the video program to answer the narrator's question. *(The Greek population is decreasing; people are moving to the suburbs; new groups such as Arabs and Asians are moving in; new businesses are moving in while Greek businesses are forced out by high rent.)*

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3. Further discussion could consider:
   - How do Gus's feelings about the changes vary from those of his family? *(Gus is excited to meet the new students at school and wants to stay in The Danforth; his parents want to stay with the remaining Greek community; his sister is sorry the area is no longer so Greek and moved her family to less expensive and more comfortable housing in the suburbs.)*
   - Who might be living in The Danforth 20 years from now, and how will it look? *(Sophisticated housing and commercial buildings are being planned; perhaps with higher rents, shopping, and entertainment attractions, more upper-class professionals will move in, mixing with the new ethnic groups.)*

4. Before continuing the video, say to the class: "Neighborhoods in Northern American cities are constantly changing. The same is true in Western Europe." (The narrator will make this statement to introduce the second case study.)

5. Tell students they will now watch a case study from Scotland to compare with the Canadian study. Ask students to predict in what ways Scottish neighborhoods might change. *(Accept all answers.)*

6. Now tell students to watch in the second case study for ways that the Scottish girl's experiences are similar to and different from Gus's (these questions will appear on the screen at the end of the program).

7. Show the second half of the program (about 15 minutes).

Issue File
Culture

The Capital of Culture?

Glasgow, Scotland, was the European City of Culture for 1990. It was chosen among nominations from each of the member nations of the European Community. Past winning cities include Athens, Florence, Amsterdam, Berlin, and Paris. Few critics have disputed the great historic and artistic cultures of these cities, but many were unsure of Glasgow's selection.

After all, it was only some 40 years ago that one-third of the city's housing was condemned as unfit for habitation. Over 40 per cent of all families lived in one- or two-room flats. These families washed their laundry in public "steamies," took baths in local bathhouses, and used community toilets outside their tenement buildings.

City planners replaced many of these slums with dazzling new civic buildings. It also refurbished the grand Victorian character of others, filling them with shopping centers, art galleries, and performance halls. But new slums have appeared in neighborhoods on the city's edge.

What determines a city's culture? Why was Glasgow considered a capital of culture?

After the Program

A. Making Comparisons

1. At the conclusion of the program, have students review the Glasgow case study.

2. Further discussion could include:
   - How have Glasgow's neighborhoods changed? *(Residents of the old slums were moved to new housing on the city's edge, but these weren't provided with local services and employment, and were left to decay. Recently residents have worked to renovate these areas. The downtown slums were demolished and replaced by freeways, apartments, and commercial buildings.)*
   - How do Betty and her daughters feel about their neighborhood? *(Betty thought Barlanark was paradise when she moved there as a child, but she was disgusted by its subsequent decay. Now she is proud of the residents' efforts to renew the area, even though her daughters still lack local entertainment and work opportunities.)*
   - What might the future bring to Barlanark? *(Betty hopes the cooperatives will continue to put a new face on the housing estates, which should attract new businesses and help reduce the area's unemployment.)*

2. Now divide the class into groups. Ask them to list details from the program to answer the first two questions appearing at the conclusion of the video.
   - How are Gus's and Amanda's experiences similar? *(They both live in neighborhoods that are changing.)*

- How are they different? *(The reasons for change are different: In Toronto, real estate prices are driving residents out; in Glasgow, the residents are taking action to improve the area.)*

Have the groups share their findings.

B. Concluding the Lesson

1. Now have the groups build on their findings to develop statements answering the third question on the video: Why do neighborhoods change? *(There are many ways, including people changing their residences because of what they can afford, what they want for themselves and their families, and what they are willing to do.)*

2. Have the groups build on the case studies' similarities and differences by developing statements about how urban changes affect families. *(Families may notice differences in neighbors, safety, employment and recreation opportunities, transportation access, general prosperity, etc.)* Write the groups' responses on the chalkboard or on a poster, and have students compare them to the experiences they shared at the beginning of the lesson.

Marina, Betty, and Amanda Lindsay and their newly refurbished flat, Barlanark, Glasgow, Scotland

Follow-up Activities

1. Ask students to find articles about housing patterns in other Western European cities and to compare them to those in Northern America. Discuss whether or not a neighborhood like Amanda's (public housing) would likely be located at the city's edge in Northern America. *(Most public housing on this continent is located nearer the city center.)*

2. Discuss how The Danforth's changing ethnic character may have affected peoples' decisions to move there or to move away. *(The Greek heritage is an important element to Gus's family. Those who moved to the suburbs compensate by visiting The Danforth and participating in Greek community events.)* Invite a resident of a local ethnic community to discuss this issue with the class. Encourage students to prepare questions ahead of the speaker's visit.

Suburbanization in the United States and Italy

Objectives

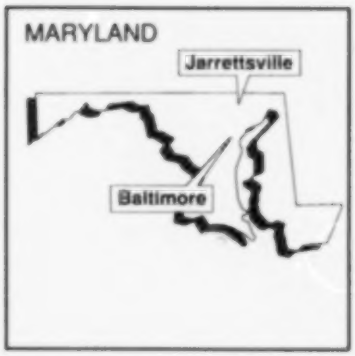
After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the issue of suburbanization in the United States and Italy

Geographic Theme: Location

This program explores how families moving out of cities have adjusted to living in the suburbs—places that were once considered rural but which have become "closer" to the cities in relative location due to improved transportation. The program considers a family living outside Baltimore, Maryland, and one living near Milan, Italy.

Program Summary



United States

Shannan Paine and her family moved from Baltimore, Maryland, to Jarrettsville, a suburb in Harford County, when she was 14. Her parents spend a lot of time driving between their home and their jobs in Baltimore, but they have realized their dream of living in the suburbs. Shannan often visits her Baltimore friends and attends dance classes there. She bought a new car so she can keep her busy schedule.

Some residents are sad to see Harford County becoming so suburban, as more and more families move there from the city. Shannan has grown to appreciate the differences between the country and city, but she thinks ultimately she will make her home in the city.

Italy

Andre De Ponti and his family moved from Milan to Desio, a small town north of Milan, when he was four. Each family member has adjusted to the move differently. Mr. De Ponti likes Desio's quiet charm, and rarely goes to Milan. Mrs. De Ponti gave up her job when the family moved, but is now a busy volunteer in Desio.

Cecilia, Andre's sister, attends university classes in Milan and spends much time with her friends there. Andre attends junior high school in Desio, but he likes to spend his free time shopping in Milan with friends. He finds Desio boring, and is eager to attend the university in Milan. Note: Phrases on the video such as "Milano ore 22:00" can be translated as "Milan, 10:00 P.M." Italians use the 24-hour clock to tell time.

Glossary

development—a planned housing or commercial district, often built and leased by one manager

commute—to travel back and forth regularly

compulsory education—mandatory schooling; in Italy, students aged 6–14 must attend school; many 11–14-year-olds go to vocational schools and then attend secondary technical institutes; a smaller number of students go to middle school, lycée, and then university

lycée—a five-year study program, similar to high school and junior college, which prepares students for university studies

Teaching the Lesson

Before the Program

1. Ask students to speculate about why suburbs develop around large cities, and the advantages and disadvantages of living in the suburbs.

2. Explain to students that they are going to watch a video about suburbanization, or families moving from large cities to smaller communities in the surrounding areas. The program considers the experiences of two teenagers: a girl whose family moved to a suburb of Baltimore, Maryland, and a boy who lives in a suburb of Milan, Italy. Ask students to watch in the first half of the program for signs of how the family has adjusted to living in the suburbs (a narrator will ask this question at the end of the first case study).

3. Show the first half of the program (about 15 minutes).

David Tarbush, Maryland Public Television

Shannan Paine of Jarrettsville, Maryland

During the Program

1. After the Baltimore case study, pause the video after the narrator asks: "How has Shannan's family adjusted to living in the suburbs?" Have students review what they have just watched.

2. Now ask students to use details from the program to answer the narrator's question. *(Shannan likes to maintain contacts downtown; she changed schools; she has made new friends but misses her old ones; she must spend more time traveling. Her parents are happy about the quiet, cleanliness, and safety of the suburb, but must spend more time traveling to work and shop.)*

3. Further discussion could consider:
   - The Paines moved to Jarrettsville for its peacefulness: Has Shannan's life become more peaceful since moving there? *(She makes several trips*

Issue File
Urban Living Conditions

In Search of the Suburban 'Good Life'

People who move from cities to the suburbs seek a better quality of life with quiet, safety, and privacy. But there are problems. Suburbanites who work in the cities face daily drives of one, even two hours—each way—to get between their homes and their jobs. Commuters thus have less time to enjoy their homes and families. Some experts say this lack of relaxing, loving time at home causes stress and physical ailments.

The increasing popularity of some suburbs is another source of stress for many residents. As more and more people move to the area, local schools, businesses, and infrastructure such as sewers, roads, and transportation systems become crowded and strained to their limits. Waiting in lines and tolerating malfunctioning systems has become, in many suburbs, the new way of life.

Can these problems be avoided?

into Baltimore each week for lessons, visiting friends, and entertainment. She had to buy a car to keep her schedule; and now she runs errands for her family. She says she likes her lifestyle, however.)

- Why might Shannan one day settle in the city, rather than in the country? *(She likes the activity of the city, the accessibility of public transportation and services, and the old neighborhood character.)*

4. Before continuing with the video, say to the class: "The development of suburbs is typical of cities in Northern America. The same is true in Western Europe." (The video narrator will make this statement to introduce the second case study.)

5. Tell the class it will now watch a case study from Italy to compare with the American one. Ask students to predict what it might be like to live in an Italian suburb. *(Accept all answers.)*

6. Now tell students to watch in the second case study for ways that the Italian family's experiences are similar to and different from those of the Paines (these questions will appear at the end of the program).

7. Show the second half of the video (approximately 15 minutes).

After the Program

A. Making Comparisons

1. At the conclusion of the program, ask students to review Andre's life in Desio.

2. Further discussion could include:
   - Which place does Andre prefer—Milan or Desio? *(He likes spending free time in Milan and is eager to begin attending the university there; he finds Desio too quiet.)*
   - How do Andre's feelings about Desio differ from those of his parents and sister? *(Mr. and Mrs. De Ponti enjoy the quiet, relaxed atmosphere of Desio, and go to Milan only to visit relatives or for special entertainment. Cecilia prefers Milan and spends most of her time there.)*

3. Now divide the class into groups and have them make lists of details from the program to answer the first two questions appearing at the conclusion of the video.
   - How are the experiences of Shannan's and Andre's families similar? *(Like Shannan, Andre likes to travel to the city because he finds little to do in the suburb. Their fathers, however, are content with the quiet of the suburbs and have made new friends there.)*
   - How are they different? *(Mr. De Ponti has a short journey to his job in Desio , and Mrs. De Ponti no longer has a job, but does volunteer work in Desio. Mr. and Mrs. Paine, however, both still work in Baltimore and must travel long distances each day. Unlike Shannan, Andre has always lived in the suburb, and he cannot drive, restricting his travels to public transportation or getting rides with his sister.)*

   Have the groups share their findings.

B. Concluding the Lesson

1. Now have the groups build on their findings to develop statements answering the third question on the video: How does living in the suburbs affect people's lives? *(There are many positive and negative effects: more relaxing atmosphere, more room to play and grow, greater safety and quiet; but people must travel far to work, shop, and have fun; they must get up early for travels; have more reliance on cars; etc.)*

2. Display these statements on a poster or chalkboard and ask students to compare them to the speculations they made at the beginning of the lesson.

Follow-up Activities

1. Ask students to compare the ways in which Andre's and Shannan's suburbs are similar and different. *(Jarrettsville is a "bedroom community" with very little economic or civic significance of its own. Desio was a town independent of Milan long before it became a suburb. Both types of suburbs exist in both countries.)*

2. Ask students to prioritize the daily activities of Shannan, Andre, Mrs. Paine, and Mr. De Ponti, as those people might view them. Consider free time, work, time with friends, entertainment, and travel. Have students read articles about the quality of living in Northern America and Western Europe, and discuss how value systems may differ in both places.

Andre De Ponti of Desio, Italy

Industrial Change in the United States and Germany

Objectives

After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the issue of industrial change in the United States and Germany

Geographic Theme: Place

This program considers how the families of two teenagers have adjusted to the closing of major industries in their cities. The families live in Kenosha, Wisconsin, and Bremen, Germany.

Program Summary

United States

When the Chrysler Corporation closed its Kenosha, Wisconsin, automobile plant in 1988, thousands of workers were forced to find new jobs, and many moved away. Heidi Netland's family, however, chose to stay with their friends and schools. Heidi's father, a former Chrysler employee, has gone back to school to learn a new trade. Until he can begin a new job, the family relies on Mrs. Netland's income.

Kenosha is adjusting to the loss of its biggest employer by attracting new businesses and tourism. The Netlands have found better job opportunities in the nearby Chicago vicinity, but they enjoy living in Kenosha, where Heidi is a member of a law enforcement explorers club. Heidi thinks she may one day move away to pursue her life goals, but she will remember the city fondly.

Germany

Three generations of Marian Saevecke's family worked for AG Weser, a shipbuilding firm in Bremen. When the company closed in 1984, many workers left Bremen to find new jobs. The Saeveckes stayed because they were comfortable in their home. Marian's father has been unemployed several times, but is now working in a similar job in another company. Marian's sister is unemployed, and his mother has returned to a job at a drug store.

Marian wants to work for a technology firm after high school. The city has attracted new aerospace industries and research firms, bringing with them new jobs. Bremen and the Saevecke family know a successful future requires them to remain adaptive to changes.

Glossary

apprenticeship—a period of learning a trade or art by practical experience under skilled workers

infrastructure—an underlying framework; in cities, of sewer, communication, transportation, and other systems

manufacturing (or industrial) belt—a region known for its high concentration of factories and related businesses

subsidies—grants of money or assistance to an enterprise that is considered helpful to the public

Teaching the Lesson

Before the Program

1. Ask students to identify some industrial employers in their region, and to imagine what would happen to the employees and local economy if the companies had to close. *(Workers would have to find new jobs, many might have to move to other locations, unemployed workers wouldn't be able to sustain the local economy, the city would lose tax revenue from the company, etc.)* Elicit students' personal experiences with actual closings.

2. Tell the class it will see a program about how families are affected when industries must close. The program considers the families of two teenagers, one who lives in Kenosha, Wisconsin, and the other in Bremen, Germany. Ask students to watch in the first half of the program for ways that the girl's family has been affected by a factory closing (a narrator will ask this question at the end of the first case study).

3. Show the first half of the program (approximately 15 minutes).

Heidi Netland of Kenosha, Wisconsin

During the Program

1. At the conclusion of the Kenosha case study, pause the video after the narrator asks: "How has Heidi's family been affected by the closing of the automobile plant?" Have students review what they have just watched.

2. Now divide the class into groups and have them list details from the program to answer the narrator's question. *(Because her father lost his job, he has entered a retraining program in a new trade; the family has had to endure financial problems; they considered moving; they must drive to another town for work and shopping.)*

3. Further discussion could consider:
   - Why has Heidi's family decided to stay in Kenosha? *(They enjoy their friends and surroundings, and are willing to make necessary changes to survive there.)*

Issue File
Economic Change

Why Ride a Sinking Ship?

Industrial managers face many challenges, some of them beyond their control. Europe's shipbuilding industry sank to great lows in the last decades, due in great part to an economic recession in the late 1970s. This reduced the world's consumption of oil and other goods, causing a severe drop in the demand for new ships to transport these items. The shipbuilders faced another problem: competition from more modern and efficient shipyards in Asia, especially those in Japan. AG Weser of Bremen, Germany, like other shipbuilders, was forced to close its business, leaving 9,000 employees without jobs.

The Chrysler Corporation abandoned its sinking ship, an automobile plant in Kenosha, Wisconsin, for similar reasons. Its factory, too, was old and inefficient. And it faced high labor costs, driven up by a strong employee union. Challenged by competition from other automakers, Chrysler decided in 1988 that it could no longer afford to keep the plant open—despite having earlier promised its employees that it would remain open for several more years.

Which of these problems are controllable? What could AG Weser and Chrysler officials have done to keep their businesses from failing?

- How important has the car been to the Netlands' life? *(Originally the auto industry brought the Netlands to Kenosha and gave Mr. Netland a job; now the car is integral to their ability to work in other cities, and to let Heidi and her brother carry out their activities.)*

4. Before continuing the program, say to the class: "Major changes are occurring in the industrial regions of Northern America. The same is true in Western Europe." (The video narrator will make this statement to introduce the second case study.)

5. Explain that students will now watch a German case study to compare with the American one. Have students predict how the closing of an industry might affect German families. *(Accept all answers.)*

6. Now ask the class to watch in the second case study for ways in which the German family's experiences are similar to and different from those of the Netlands (these questions will appear on the screen at the end of the program).

7. Show the second half of the program (approximately 15 minutes).

After the Program

A. Making Comparisons

1. At the end of the Bremen case study, have students review the Saeveckes' situation.

2. Further discussion could consider:
   - What industries have been involved in Bremen's past and present? *(Shipbuilding and shipping were once the primary activity in the ports; now other manufacturing and aerospace technologies have become important.)*
   - Where will Marian likely find a career? *(He wants to enter an apprenticeship and then get a job in the aerospace industry. But as the shipbuilding example showed, no industry can promise a secure future.)*

3. Divide the class into groups and encourage them to use details from the program to answer the first two questions appearing at the end of the video.
   - How are the experiences of Heidi's and Marian's families similar? *(Marian's father also lost his job, and the family considered moving.)*
   - How are they different? *(Marian's father found a new job, similar to his old one; the family had worked at the same factory for three generations; in some ways the family had a harder time adjusting; in some ways it had an easier time.)*

   Ask the groups to share their findings.

B. Concluding the Lesson

1. Have the groups write statements based on their comparisons of the two families' experiences to answer the third question appearing at the end of the video: How do factory closings affect people's lives?

(They destabilize families' confidence, finances, and outlook on the future; force the search for new jobs or retraining; etc.)

2. Have the groups share their statements and compare them to speculations or personal experiences students expressed at the beginning of the lesson.

Follow-up Activities

1. Have students debate the question: "What responsibilities does a large company, whether successful or failing, have to a community?" Ask students to consult the *Reader's Guide to Periodical Literature* to find articles that will help them prepare position papers. Choose individual students or teams to participate in the debate. The rest of the class can serve as judges, watching for the debaters' use of evidence in support of their positions.

2. Have students research Germany's industries to learn how their operations have changed through time. Ask students to compare their findings with the products of local industries and how they may be changing. *(Germany is known for its manufacture of sophisticated machinery, scientific equipment, etc. Like Northern American companies, it has replaced many employees with robotics, and has had to compete with more international manufacturers.)*

Marian Saevecke and his family in Bremen, Germany

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Immigration to the United States and France

Objectives

After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the issue of immigration in the United States and France

Geographic Theme: Movement

This video explores how two teenagers have adjusted to moving to new countries. Their families have immigrated to find better lives than they had in their native countries. One case study considers a boy whose family immigrated to the United States from El Salvador, and the other study focuses on a girl whose family immigrated to France from Algeria.

Program Summary

United States

William Mejia and his family immigrated to Los Angeles, California, from El Salvador. They have met both struggles and triumphs in the United States. While the Mejias live in a Latino neighborhood and speak Spanish among their friends, they had to learn English to succeed in school and jobs. Their six-person family can afford only a tiny two-room apartment. But their lives are much safer than in El Salvador, where they lost relatives in the civil war. Desperation forced Mrs. Mejia and her daughters to come to the United States illegally.

Mr. Mejia stresses the value of education to his children. William studies hard and has a part-time job, to earn his own spending money. While the Mejias cling to their Latin heritage, they are proud to be living in the United States.

France

Fouzia Benkelil's family immigrated to a suburb of Paris from Algeria. Fouzia likes to be by herself, but she has little privacy among her family of seven. Her brothers and sister cannot find jobs, and her mother seldom leaves the apartment because she hasn't learned French. The family's Arabic values also prevent Fouzia and her sister from having as much social freedom as their brothers have.

Fouzia is considering several careers, but she knows her job opportunities after high school are limited. Mr. Benkelil, who immigrated to France first, had great difficulty finding a job. Since his family joined him, it has faced

many difficulties in adjusting to the new culture. But Mr. Benkelil is certain the family's future lies in France.

Glossary

apprenticeship—a period of learning a trade or art by practical experience under skilled workers

deport—to forcibly remove a person from a country because his presence there is illegal

immigration patrol—law enforcement officers who watch international borders to prevent illegal crossings

integrated—blended into society and given equal membership

integrity—commitment to maintaining a set of moral principles and values

Latino—a native of Latin America or a person having Latin American heritage

temping agency—a business or public office that places workers in temporary jobs

William Mejia (left) and a friend in Los Angeles, California

Teaching the Lesson

Before the Program

1. Have students share their experiences with moving to new places. Ask the class to suggest reasons why people adjust differently to living in new places.
2. Explain to students they are going to watch a program that explores people's experiences when they immigrate. The program considers two teenagers, a boy whose family moved to Los Angeles, California, from El Salvador, and a girl whose family immigrated to a suburb of Paris, France, from Algeria. Ask students to watch in the first half of the program for ways that the boy has adjusted to living in a new country (a narrator will ask this question at the end of the first case study).
3. Show the first half of the program (approximately 15 minutes).

During the Program

1. At the end of the first case study, pause the video after the narrator asks: "How has William adjusted to life in a new country?" Have students review what they have just watched.
2. Now have students give details from the program to answer the narrator's question. *(He learned the local language; is active in the community and normal stream of life; is hopeful about his future there.)*
3. Further discussion could include:
   - Why is Los Angeles a popular destination for immigrants to the United States? *(Its strong economy offers lots of jobs; the cultural diversity*

means people of many races and nationalities will find acceptance and possibly established communities of their own people; its location is accessible to Latin Americans and Asians. Students may even consider how nearby Hollywood attracts immigrants with grand stories about the American Dream.)

- How has the presence of a Latin community within Los Angeles benefitted the Mejias? *(It attracts other Spanish speakers and people from the same countries; it preserves the Latin culture by selling goods from home and offering social activities; it attracts services such as Spanish-speaking TV stations and newspapers.)*

4. Before continuing the program, say to the class: "Millions of people immigrated to Northern America. The same is true of Western Europe." (The narrator will make this statement to introduce the second case study.)

5. Explain that students will now see a case study from France to compare with the American one. Ask the class to predict how immigrant families might have to adjust to living in France. *(Accept all answers.)*

6. Now ask students to watch in the second case study for ways that the French girl's experiences are similar to and different from William's (these questions will appear on the screen at the end of the video).

7. Show the second half of the program (approximately 15 minutes).

After the Program

A. Making Comparisons

1. At the conclusion of the program, ask students to review Fouzia's life in the Paris suburb.

2. Further discussion could include:

   - Why are Fouzia's brothers and sisters unemployed? *(Her brothers often lack the necessary experience or training and have encountered discrimination against their nationality. Fouzia's sister doesn't have a job because she is expected to stay at home and help her mother with housekeeping.)*

   - Why does Fouzia believe she has no future? *(Students must speculate: Perhaps because her family has had great difficulty finding work, Fouzia is very realistic about the limited jobs that will be available to her once she finishes high school. She is still deciding on a career to pursue. She also seems eager to become independent of her family, but may feel that her parents' strict Arabic values or lacking a job will make this goal hard to reach.)*

3. Now divide the class into groups and have them list details from the program to answer the first two questions appearing at the end of the video.

   - How are William's and Fouzia's experiences similar? *(Fouzia also has made friends; her large family lives in a small apartment and strives to keep its native values and pride.)*

   - How are they different? *(Fouzia spends more time at home, enjoys being by herself—and thus seems more isolated—and is pessimistic about*

Issue File
Immigration

Rolling up the Welcome Mat

Many French citizens no longer welcome immigrants to their country, despite the fact that their government used to welcome them as guest workers who satisfied industries' needs for cheap labor. The workers were usually husbands and fathers who immigrated to France alone, then sent for their families once they established jobs and homes.

But xenophobia has grown as the French, sometimes in violent crowds, have protested efforts to integrate immigrants into the French culture. Some groups want immigration laws to prevent more people from entering their country; a few would even forcibly repatriate those immigrants who have already arrived. The sentiments can be found in the United States and elsewhere.

Who's right? What should, and can, be done?

her future. Note—another difference is not clear in the video program: Fouzia's family may have already known French before it moved to Paris, as many Algerians, especially those educated before the country won its independence from France in 1962, speak both Arabic and French.)

Have the groups share their findings.

B. Concluding the Lesson

1. Now ask the groups to build on their findings by writing statements that address the third question appearing on the screen: What conditions affect how people adjust to living in new places? *(Students should mention personality, gender, culture, society, etc.)*

2. Display the statements on a poster or chalkboard and discuss them. Have students compare them to the personal experiences they shared before viewing the program.

Fouzia Benkelil attends class in Paris.

Follow-up Activities

1. Have the class research major immigrations into Western Europe during the last 50–100 years and determine what encouraged the people to move. Also have students consider how the host countries' need for laborers affected the immigrations, and how various countries have responded to the influx of people.

2. Discuss why countries enact immigration laws and patrol their international borders. Or hold a class debate on the question: "Should anyone be allowed to immigrate to the United States?" (See Follow-up Activity 1, page 13, for instructions on setting up a debate.)

Impact of Tourism in the United States and Spain

Objectives

After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the impact of tourism in the United States and Spain

Geographic Theme: Place

This program examines two distinct places, one in Orlando, Florida, and the other on the Costa Brava of Spain. It considers how and why the characteristics of these places have changed, and how the changes have affected the families living there.

Program Summary

United States

Brett Marshall and his family live in Orlando, Florida, one of the biggest tourist centers in the United States. Brett's parents work at Walt Disney World, where they come in daily contact with visitors from all over the globe. Tourism has helped Orlando grow from a quiet agricultural town to a crowded, glittering city.

Brett and his sister, Julie, have lived in Orlando all their lives. They enjoy visiting Disney World not as tourists, but as teens looking for fun. While the city's growth has brought crowding to Brett's high school and heavy traffic to the city, he enjoys competitive swimming and playing water polo—a sport that would not be available in most other cities. Orlando may be a world famous tourist spot, but for the Marshalls it is home.

Spain

John Quintano and his family live in Palafrugell, Cataluña, on Spain's Costa Brava. Each summer tourists flock to the area's beaches, housing estates, and hotels. While the Costa Brava is rich with ancient and medieval history and charming old fishing villages, most tourists know only its night clubs and beaches.

The natives of the Costa have learned to accept the yearly influx of summer visitors. Mr. Quintano teaches them scuba diving. John's mother runs a restaurant in the summer. John likes to make friends with the children who visit. However, the Costa Brava's towns are struggling to retain their original character and prevent environmental damage. John's family values the winter, when the charm and simplicity of the village is theirs again.

Glossary

archaeology—the study of human remains and artifacts to learn about past people and their activities

assimilate—to accept and understand; even to absorb into cultural tradition

classical—relating to the ancient Greek and Roman world

Iberians—an ancient group of people probably from northern Africa who inhabited the peninsula of Spain, Portugal, and the Pyrenees Mountains

improvisational—an unrehearsed performance, often based on ideas and props at hand

mecca—a center of activity, or goal, for people sharing a common interest

oceanography—the study of oceans' size, depth, marine life, physics, chemistry, and geology

romanesque—an architectural style based on Gothic and Roman designs

Teaching the Lesson

Before the Program

1. Discuss the term "tourism" and ask students to name sights or businesses in their region that might attract tourists. Have students speculate or speak from personal experience about how these attractions affect the community.

2. Explain to the class that it will watch a program exploring how tourist development in two places has affected the lives of people living there. The program focuses on two teenage boys and their families in Orlando, Florida, and Palafrugell, a town on the Costa Brava of Spain. Ask students to consider as they watch the first case study how the boy's community has been affected by tourism (a narrator will ask this question at the end of the first case study).

3. Show the first half of the program (approximately 15 minutes).

The Marshall family at Walt Disney World in Orlando, Florida

During the Program

1. At the conclusion of the Orlando case study, pause the video after the narrator asks: "How has Brett's hometown been affected by tourism?" Have the class review what it has just watched.

2. Now ask the class to use details from the program to answer the narrator's question. *(The town changed from a quiet agricultural center with railroad and steamboat connections to a mecca for tourists; new businesses such as hotels, restaurants, and theme parks have brought new jobs; new highways have been built; more people moving to the area have crowded the schools and streets; etc.)*

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Issue File
Tourism

Can Mickey Mouse Have His Cheese and Eat It, Too?

The Walt Disney Company is building a new amusement park in France. Euro Disneyland will transform farmland in Brie, a region 20 miles east of Paris and famous for its cheese, into hills, lakes, forests, hotels, and condominiums—features that make Disney's parks in Anaheim, California, and Orlando, Florida, world famous. Eventually Euro Disneyland will include an office center, industrial park, two golf courses, and an MGM Studios theme park.

The French government is encouraging Disney's business in France by offering tax breaks, real estate deals, and pledges to build new highways connecting the attraction to Europe's major cities and transportation hubs. In return France could receive $700 million each year in increased tourism, and its citizens will have 30,000 new jobs.

But not all French are embracing the arrival of Mickey Mouse and his friends. The 5,000 acres of Brie farmland, including five villages, which Disney bought from the French government were taken from local farmers by the right of eminent domain. Angry villagers have formed a union to protect their communities. Other demonstrators have protested the "cultural imperialism" that they see in Disney's creation of a miniature American city on foreign soil. Under pressure from such critics, Disney has agreed to feature more European, rather than American, themes throughout the park, to preserve the essence of the native culture. Disney will also print all signs in French, except for its famous theme areas, such as Frontierland, which the company has insisted on keeping in English.

How can one country's culture move to another country? How far should it be allowed to go?

3. Further discussion could include:
   - How has Brett benefitted from Orlando's tourist industry? *(His parents came to Orlando because of tourism; they make their living by it; Brett has special recreation opportunities.)*
   - What kinds of businesses and services are part of an area's tourist industry? *(Beside the major attractions, there are hotels, restaurants, souvenir vendors, shopping centers, car rental companies, travel agents, etc.)*

4. Before continuing the video, say to the class: "Certain places in Northern America have become tourist centers in recent years. The same is true of Western Europe." (The narrator will make this statement to introduce the second case study.)

5. Explain that students will now watch a case study from Spain to compare with the American one. Ask the class to predict how the development of tourism might affect Spain. *(Accept all answers.)*

6. Now tell the class to watch in the second case study for ways that the Spanish town's experiences are similar to and different from Orlando's (these questions will appear at the end of the program).

7. Show the second case study (approximately 15 minutes).

After the Program

A. Making Comparisons

1. Once the program has ended, ask students to review John's life in the Costa Brava.

2. Further discussion could include:
   - Does John like the tourists' presence in his town? *(He favors the winter, when the tourists are away; he knows the environment has been damaged by people who don't appreciate the area's beauty; but he enjoys making new friends and tourism gives his parents summer jobs.)*
   - How have Palafrugell and other towns on the Costa Brava managed to keep their old village character? *(Most tourists aren't attracted to the rougher coastline, the historic ruins, or the tiny villages, so these aspects have been left untouched. City governments are also working to keep commercial development from destroying the local environment.)*

3. Now divide the class into groups and have them list details from the program to answer the first two questions appearing at the end of the video.
   - How are the experiences of Brett's and John's hometowns similar? *(Local farmers and fishermen started new businesses that support tourism; their workers come from other parts of the country; local government is trying to deal with problems caused by growth; tourism has given jobs to the family.)*
   - How are they different? *(Many places in the Costa region remain untouched by tourism, leaving reminders of bygone days; John is more aware of the area's past, and of its modern life without tourists.)*

   Have the groups share their findings.

B. Concluding the Lesson

1. Ask the groups to build on the similarities and differences by writing statements that address the third question appearing at the end of the program: How does becoming a tourist center affect a community? *(Visible changes occur to the land and towns; but there are also many positive and negative effects—accept all answers.)*

2. Display the statements on a chalkboard or poster. Ask students to compare the ideas to the speculations or personal experiences they expressed at the beginning of the lesson.

Follow-up Activities

1. Have students research other tourist areas in Western Europe and discuss how the development of tourist attractions has affected the local communities. Ask students to speculate about what would happen to the communities if the attractions lost popularity among travelers. *(Again, tourist development usually brings environmental and economic change; if the community becomes heavily dependent on tourism, its economy and employment levels could suffer greatly during a slow travel season.)*

2. Ask students to collect news articles about issues that affect international tourism, such as hijacking and terrorism, high transportation costs, or political unrest. Discuss how these issues affect tourists and the tourism industry. *(High costs usually encourage people to choose closer destinations, or to not travel at all; terrorism and political unrest may scare tourists into going elsewhere or staying home; in each case, all levels of the tourist industry typically respond by lowering prices and offering special tours in safer or cheaper tourist areas.)*

The Quintano family and friends in Palafrugell, Spain

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Survival of the Family Farm in the United States and the Netherlands

Objectives

After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the issue of family farm survival in the United States and the Netherlands

Geographic Theme: Human/ Environmental Interaction

This program considers how interaction with the environment affects people's lives. The program considers two teenage girls who work on their families' farms, one in central Kentucky and the other in western Holland, in the Netherlands.

Program Summary

United States

Ashley Koger's family lives on a farm in central Kentucky. While the number of family farms in Northern America has dwindled in this century, the Koger farm has survived with hard work, family cooperation, and dedication. All members of the Koger family help with the farming and they find it a challenge to work with nature.

The Kogers produce diverse crops and livestock, to protect themselves against poor prices in a single market. In addition, some of the family's outside interests concentrate on farming—Mr. Koger sells animal feed and Ashley teaches other people how to work with cattle.

Ashley's older sister plans to raise her children on a farm, to teach them about hard work and responsibility. The Kogers are happy with the life they make for themselves by interacting with the environment.

Netherlands

Dairy farming is an important, but challenging industry in western Holland. For centuries, people drained the area's peat bogs to make crop land. Today, the fields can only be used for cattle grazing, and many families have left agriculture for other careers.

Geerjo Broere's family owns a dairy farm near Gouda, a region famous for its cheese. Geerjo plans to become a farmer herself. She knows she faces risks and hard work in running a farm, and her friends tease her for having such a goal, but Geerjo's heart is with the animals and the farm. Geerjo's parents support her idea. As she does her homework and chores, she thinks about the new problems facing dairy farmers, such as how to dispose of

manure to prevent acid rain, and dealing with milk quotas. Geerjo is eager to work towards her goal.

Glossary

arable—land that is fit for tilling or cultivation

diversify—to increase the variety of products, to prevent one market's low prices from causing complete financial ruin

dike—a levee or bank, usually constructed of earth, that controls or confines water

European Economic Community (E.E.C.)—a group of Western European nations acting as a single economy by pooling resources and promoting free movement of capital, goods, services, and workers among the member nations

peat bog—wet, spongy ground consisting of masses of decomposing plants such as moss

quota—a proportional share of some total, as assigned to members of a group

silo—a tall, cylindrical structure, sealed to exclude air, in which grain ferments and is converted into animal feed

4-H—a national organization of rural clubs that promotes agriculture, community service, and personal development among teens

Ashley Koger of Richmond, Kentucky

Teaching the Lesson

Before the Program

1. Describe the term "family farm" to students. *(Often a farm and home on one site, the farm is run like a business, usually with all family members involved in the work.)* Ask students to speculate or speak from personal experience about the challenges that face farmers. *(Natural elements affect how well plants and animals grow; market income must be balanced against overhead costs; family must work long and hard days.)* Ask students what farmers must do to be successful.
2. Tell students they will watch a program that explores the lives of two teenage girls who live on family farms, one in central Kentucky, and the other in western Holland, in the Netherlands. Ask students to watch in the first half of the program for ways that the American girl's family has managed to keep its farm operating successfully (a narrator will ask this question at the end of the first case study).
3. Show the first half of the program (approximately 15 minutes).

During the Program

1. At the conclusion of the first case study, pause the video after the narrator asks: "How has Ashley's family managed to keep its farm going?" Have students review what they have just watched.

2. Now ask students to give details from the program to answer the narrator's question. *(The family works together; diversifies its crops and livestock; uses time-saving equipment; works according to weather patterns; knows how to fix and maintain equipment; parents hold other jobs.)*

3. Further discussion could include:
   - What do Ashley and her sisters like about living on a farm? *(Ashley enjoys working with animals and the closeness of her family and other farming families; Andrea appreciates the responsibilities and hard work that farm life teaches; Sarah Jo enjoys the animals and helping out with chores.)*
   - How has diversifying helped the Koger farm? *(By growing several crops and raising different types of livestock, they can survive poor prices for one crop by making better profits on their other products. They have also diversified their jobs: Mr. and Mrs. Koger both work outside the farm to bring in extra income.)*

4. Before continuing the program, say to the class: "Many family farms still exist in Northern America. The same is true in Western Europe." (The narrator will make this statement to introduce the second case study.)

5. Tell the class it will now watch a case study from the Netherlands to compare with the American one. Ask students to predict what farmers in the Netherlands might have to do to run successful farms. *(Accept all answers.)*

6. Now ask students to watch in the second case study for ways that the Dutch family's experiences are similar to and different from those of the Kogers (these questions will appear on the screen at the end of the program).

7. Show the second half of the video (approximately 15 minutes).

Issue File
Agriculture

Farming by the Rules

There is more to farming than working with land and animals. Farmers in the United States, Europe, and many other countries must work within special agricultural laws. These have been enacted to keep a steady supply of food for everyone and to insure reliable incomes for farmers.

In the Netherlands, dairy farmers are guaranteed a set price for their milk by the policies of the European Economic Community (E.E.C.). Initially, this guarantee encouraged farmers to overproduce dairy goods, creating a "milk lake" and a "butter mountain" of surplus products. To balance supply with demand, the E.E.C. assigned milk quotas, stipulating the amount of milk that each farm can produce per year. Farmers who produce more than their quotas must pay fines.

Other agricultural policies involve subsidies and price supports, financial measures that help farmers when their crops fail or when market prices are too low. Some subsidies also encourage farmers to over- or underproduce a certain crop or product, in order to maintain a continual food supply for the country.

What are the advantages and disadvantages of these agricultural rules?

After the Program

A. Making Comparisons

1. After the program has ended, ask students to review Geerjo's life on her family's farm.

2. Further discussion could include:
   - What doubts does Geerjo have about her chosen profession? *(She knows there are risks and much hard work involved; her friends are choosing other careers; farming will continue to face difficult challenges.)*
   - Why are most farmers in Geerjo's region dairy farmers? *(Because of the way the area's peat bogs were drained long ago, the land is too low to support plant crops, making it suitable only for cattle grazing; milk and cheese are in high demand in Western Europe, so dairy farmers know they can sell their products.)*

3. Divide the class into groups and have them list details from the program to answer the first two questions appearing at the end of the video.
   - How are the experiences of Ashley's and Geerjo's families similar? *(As with Ashley's family, all of Geerjo's family works on the farm; they*

use time-saving equipment; their activities are affected by weather.)

- How are they different? *(Geerjo's family specializes in dairy farming, rather than diversifying its products; her parents don't work outside the farm; their work seems to be more affected by government policies.)*

Have the groups share their findings.

B. Concluding the Lesson

1. Now ask the groups to build on their findings by writing statements that address the third question appearing at the end of the video: What factors affect the success of family farms? *(Families must be committed to their work and be willing to work hard; must be knowledgeable about their jobs; must be able to deal with changes in policies and challenging issues; etc.)*

2. Have the groups share their findings by writing them on a chalkboard or poster. Discuss how the statements compare to the speculations or personal experiences students expressed at the beginning of the lesson.

Leke Fortuin Fotografie

Geerjo Broere of Gouda, the Netherlands

Follow-up Activities

1. Have students collect news articles about Western European and Northern American agriculture and consider similarities and differences in the issues that affect farmers in both regions.

2. Hold a class debate about the question: "Should governments attempt to control agricultural markets by setting crop quotas and offering subsidies to farmers?" (See Follow-up Activity 1, page 13, for instructions on setting up a debate.)

Environmental Problems in the United States and Norway

Objectives

After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about environmental problems in the United States and Norway

Geographic Theme: Human/ Environmental Interaction

This program considers how human interaction is both being threatened by and causing environmental problems. The program considers how these problems affect two teenagers, one living on an island of the Chesapeake Bay, in Maryland, and one living in Bamble, Norway.

Program Summary

United States

Maryland's Chesapeake Bay is a source of employment, food, and recreation for the watermen who live and work there. But Everett Landon's life on the Bay's Smith Island is in jeopardy. He helps his father catch the Bay's famous blue crabs, but the job is hard and crab prices are often too poor to make a living. His mother wants him to pursue a career in computers. Many young women on Smith Island are moving away in search of better jobs.

Land erosion is also endangering the islanders' way of life. As rising water levels cause the island to sink, it becomes more vulnerable to storms. Smith Island residents have asked the government to build barriers, but there are greater environmental and monetary concerns. Mrs. Landon fears the next hurricane will bring an end to the watermen's life on Smith Island.

Norway

Lene Kjellemyr is concerned about the health of the environment near her home in Bamble. She buys products that do not harm the local fjords and lakes, and checks for water pollution with her classmates. She knows how human activities often negatively affect the environment. Her grandfather can no longer sell the crabs he catches in the fjords because they have been poisoned with toxic chemicals. Air pollution is also a problem, because local industries release harmful gases into the air. Acid rain, caused by factory emissions in Great Britain, is depleting Norway's forests and killing its fish populations.

Lene and her family enjoy outdoor activities such as soccer, picnicking, and fishing. She hopes industries and governments can agree to stop pollution so people can enjoy the environment without worry.

Glossary

acid rain—rain or snow that damages trees, lakes, and man-made objects; it is formed by the atmospheric mixture of water vapor, sulfur dioxide, and nitrogen oxide, produced when coal, natural gas, or oil (fossil fuels) are burned

algae—a type of seaweed or pond scum that often clogs water bodies and sometimes threatens fish and plant life by consuming the water's oxygen; certain fertilizers and chemicals can cause **algae blooms,** in which the plant multiplies at a rapid rate

breakwater—an offshore structure, such as a wall, used to protect a bay or beach from the force of waves

dioxins—a group of poisonous chemicals released by the use of some pesticides

effluent—waste material that is discharged into the environment, such as smoke, liquid industrial waste, or sewage

erosion—wearing away of the land by water and wind action

estuary—an arm of the sea at the lower end of a river, where fresh and salt water mix

fjord—a narrow inlet of the sea between cliffs or steep slopes

greenhouse effect—a theory that the earth's surface and its lower atmosphere are being warmed beyond normal temperatures by a buildup of carbon dioxide in the atmosphere; this gas works like a greenhouse ceiling, letting light and heat from the sun reach the earth, while bouncing the earth's own heat back to its surface

phosphate—a chemical released by the use of some fertilizers and household cleaners; can be damaging to water bodies

toxic—poisonous

Susan Noonan, Maryland Instructional Technology

Everett Landon of Smith Island, Maryland

Before the Program

Teaching the Lesson

1. Ask students to name ways that the environment can be harmed and discuss which situations may be present in their region. *(Water and air pollution, erosion, littering and dumping, toxic chemical disposal, etc.)* Have students speculate or speak from personal experience about how these problems are affecting the community's residents.

2. Tell the class it will watch a program that explores how environmental problems are affecting the families of two teenagers, one living on Smith Island, in the Chesapeake Bay of Maryland, and the other living in Bamble, Norway. Ask students to watch in the Northern American case study for ways that the family is tied to its natural surroundings (a narrator will ask this question at the end of the first case study).

3. Show the first half of the program (approximately 15 minutes).

During the Program

1. At the conclusion of the first case study, pause the video after the narrator asks: "If you were Everett, what would you do to secure a future on Smith Island?" *(Accept all answers.)*

2. Have students review the case study. Next, have them give details from the program to answer the second narrator's question: "How is Everett's family linked to the natural environment?" *(Generations of Everett's family have been watermen and he wants to be one too; no other occupation is available so women are leaving and the island's population is dwindling; their island is sinking and with it goes their whole way of life.)*

3. Further discussion could include:
   - How would Everett's life change if he had to move onto the mainland? *(He could continue activities such as playing basketball, watching TV, or driving cars, but he would have no use for a boat. If he couldn't continue his job as a fisherman, he would have to learn a new trade. However, he wouldn't have to worry about storms and flooding.)*
   - Should the government help the watermen by controlling crab prices or building breakwaters for the island? *(Students are likely to have varying opinions, but stress the pros and cons of each action.)*

4. Before continuing the video, say to the class: "Places in Northern America have experienced a variety of environmental problems. The same is true of Western Europe." (The narrator will make this statement to introduce the second case study.)

5. Explain that students will now see a Norwegian case study to compare with the American one. Ask the class to predict what type of environmental problems might affect Norway. *(Accept all answers.)*

6. Now ask students to watch in the second case study for ways that the Norwegian family's experiences are similar to and different from those of the Landons (these questions will appear at the end of the second case study).

7. Show the second half of the program (approximately 15 minutes).

After the Program

A. Making Comparisons

1. Once the program has ended, ask students to review Lene's life in Norway.

2. Further discussion could consider:
   - Why does Lene's family continue to live in Bamble, amid the various environmental problems? *(They enjoy outdoor recreation in the area's lakes and forests; the family—especially the grandfather—has lived in the area a long time; they have jobs in the local industries and businesses.)*
   - How does Lene believe the environmental problems of her area can be solved? *(By international cooperation on limiting water and air pollution.)*

Issue File
Environment

An International Rain of Terror

When tall industrial smokestacks spout smoke high into the air, they release chemicals that travel with the winds for hundreds of miles. Water vapor in the air combines with certain chemicals and falls to the earth in the form of acid rain, snow, sleet, hail, or as dry substances. In its path, acid precipitation leaves poisoned lakes and rivers, defoliated forests, crumbling bridges and buildings, and infertile crop lands.

Norway and the Chesapeake Bay both suffer from acid rain caused by industrial emissions upwind of them (cars and other machines that burn fossil fuels also contribute to the release of acid-forming compounds into the air). Norway's source of acid rain has been tracked to factories in Great Britain. The Chesapeake Bay receives acid deposits largely caused by emissions from factories in the Midwest. Regions of Canada suffer from acid rain that comes from the United States.

Since acid rain can cross international boundaries, efforts to reduce it require international cooperation. In 1984, a group of governments nicknamed the "30% Club" agreed to work through the 1990s to reduce their industrial emissions by 30 percent and more. The group, consisting of Canada, Norway, Germany, France, Sweden, Austria, the Netherlands, Denmark, Switzerland, and Finland, hoped to inspire other governments to join in the global effort.

What can governments do to stop acid rain? What action has the United States taken?

3. Divide the class into groups and have them list details from the program to answer the first two questions appearing at the end of the video.

   - How are the experiences of Everett's and Lene's families similar? *(The Kjellemyrs are also affected by the environment: Lene's grandfather was a crab fisherman but his way of life has now disappeared; the water life and fishing industry are faltering, the grandfather doesn't believe the experts and doesn't like talking about the future.)*
   - How are they different? *(The Kjellemyrs are more interested in the water for recreation, rather than income; Lene studies the environment, etc.)*

   Ask the groups to share their findings as a class.

Lene Kjellemyr of Bamble, Norway

B. Concluding the Lesson

1. Have the groups build on their findings to write statements that address the third question appearing at the end of the video: How do environmental problems affect people's lives? *(They can affect their means of income, recreation, housing, health, happiness, etc.)*

2. Have the groups share their statements and compare them to their speculations or personal experiences expressed at the beginning of the lesson.

Follow-up Activities

1. Discuss the theory of global warming, its causes, and how it relates to rising sea levels and changes in weather. Have students search news articles for examples of where global warming may be showing its effects.

2. Discuss how international governments could cooperate in solving environmental problems such as global warming, acid rain, water pollution, etc. Have the class start a scrapbook of articles and photos describing such efforts. Students could also participate in international student organizations that promote environmental awareness and action.

Isolation in Canada and Switzerland

Objectives

After completing the lesson, students should be able to

- identify similarities between the Northern American and Western European case studies
- identify differences between the case studies
- draw conclusions about the issue of isolation in Canada and Switzerland.

Geographic Theme: Movement

This program considers how the difficulty of moving people, ideas, and products in isolated areas affects the families living there. The video explores the lives of two teenage girls, one living in northern Ontario, Canada, and the other in the Alps of Switzerland.

Program Summary

Canada

Annik Bordeleau lives in Jogues, a village near Hearst, in northern Ontario. Long-distance travel is an integral part of life in this remote region. Annik's parents frequently travel far to carry out their jobs. To attend a music concert, the Bordeleau family must plan an overnight stay in another city, as it is far from Hearst. Even getting to school in Hearst requires a long bus ride. To stay after school for piano practice, Annik must arrange special transportation home: a snowmobile ride with a friend.

Annik enjoys outdoor activities with her family and friends in Hearst. But she believes she will have to move to a larger city some day to achieve her life goals.

Switzerland

The Reuss Plain amid the Swiss Alps is an area tangled with highways, railroads, bridges, and tunnels. Everyday, thousands of vehicles and trains pass through the area on their way to crossing the St. Gotthard Pass.

Petra Gnos lives high above the congestion in Bristen, a farming village. Walking trails and cable cars are the only means of descending the mountain. Despite the nearby highways carrying international travelers, Petra leads an isolated life in the mountains. Her family does not own a car, and she has never traveled to Germany or Italy, a few hours away.

Petra's family spends summers in the Alpine pastures. She misses her girlfriends there, but enjoys swimming or playing soccer with other youths. While the noise and air pollution from the highways are harming the

forests, and other residents are moving away to find better employment opportunities, Petra likes her quiet world high above the traffic in the Alps.

Glossary

cable car—a box-like compartment that carries people up and down mountains or above streets; the car hangs under a cable that is pulled between towers by a motor on the ground

canton—a state within the confederation of Switzerland

francophone—French-speaking

hamlet—a small village

Teaching the Lesson

Before the Program

1. Discuss the meaning of the word "isolation." Ask students to share personal experiences or to speculate about living in isolated areas.
2. Tell students they will watch a video concerning isolation. The program studies the lives of two teenage girls, one living in northern Ontario, Canada, and one in the Alps of Switzerland. Ask students to watch in the first half of the program for ways that the girl deals with living in a remote place (a narrator will ask this question at the end of the first case study).
3. Show the first half of the program (approximately 15 minutes).

Annik Bordeleau and her brother of Hearst, Ontario

During the Program

1. At the conclusion of the Canadian case study, pause the video after the narrator asks: "How does Annik deal with living in an isolated area?" Have the class review what is has just watched.
2. Now have students use details from the program to answer the narrator's question. *(She plans her activities and travels carefully; maintains close relationships with people, and spends much time traveling.)*
3. Further discussion could include:
   - What are the various means of travel that Annik's family uses? *(airplane, car, bus, snowmobile, walking, snowshoeing, skiing)*
   - How does Annik feel about moving away from Hearst one day? *(She believes it will be necessary to pursue her education and career goals, but she will miss the people and open spaces of Hearst.)*
4. Before continuing the video, say to the class: "Even with modern transportation and communication, some places in Northern America are still

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remote. The same is true of Western Europe." (The narrator will make this statement to introduce the second case study.)

5. Tell students they will now watch a case study from Switzerland to compare with the Canadian one. Ask the class to predict in what ways Swiss families might experience isolation. *(Accept all answers.)*

6. Now ask students to watch in the second case study for ways that the Swiss girl's experiences are similar to and different from Annik's (these questions will appear at the end of the program).

7. Show the second half of the program (approximately 15 minutes).

Issue File
Transportation

Are Railroads on the Right Track?

Railroads have played a key role in making places around the world less isolated. In Switzerland's Alps, a rail tunnel built through St. Gotthard Pass in 1882 meant travelers no longer had to cross the "Devil's Bridge" and risk encounters with avalanches, landslides, storms, and highwaymen. Today, 200 trains and 32,000 cars and trucks race through the region each day.

But the vehicles cause noise and air pollution which is harming the local forests and angering residents. The government has proposed a new rail tunnel, to allow even more trains to pass through the region daily. More trains, quieter and less polluting than cars and trucks, could carry many of their loads. But most residents feel the area already suffers from enough traffic and they are against the project.

In many isolated parts of Canada, people no longer have a choice between trains and cars. Facing a large budget deficit in 1989, the Canadian government cut back more than 50 percent of its train service. Many of its routes through less populated areas were no longer profitable. A century earlier, railroads had been an integral part of the Canadian culture, providing the fastest transportation link between the east and west provinces.

What advantages and disadvantages do railroads have over other means of transportation?

After the Program

A. Making Comparisons

1. At the conclusion of the program, have students review Petra's life in the Alps.

2. Further discussion could include:
   - What is unusual about Petra's isolation? *(Thousands of international travelers pass through her region every day in cars and on trains. But Petra's home is so high up the mountain that roads and cars are useless; she either walks or takes a cable car to other villages, and her family doesn't own a car in which they could take longer trips.)*
   - Why doesn't Petra want to move away from Bristen? *(She would like to visit other countries, but she enjoys her friends, family, farm, and beautiful surroundings.)*

3. Now divide the class into groups and have them use details from the program to answer the first two questions that appear at the end of the video.
   - How are Annik's and Petra's experiences similar? *(Both girls spend a lot of time traveling, often by unconventional means; both live in remote areas; both enjoy outdoor activities amid the natural beauty of their home regions; both cherish their family and friend relationships.)*
   - How are they different? *(Most of Petra's travel is concerned with going to school and herding her cattle. She may be even more isolated than Annik because she doesn't attend movies and concerts, doesn't have a car to drive, and can't travel to far away destinations.)*

B. Concluding the Lesson

1. Have the groups share their findings. Next, ask the groups to build on them by writing statements addressing the third question appearing at the end of the video: How are people's lives affected by living in isolated areas? *(They may feel isolated, but enjoy the tranquility; they must travel great distances or by unconventional means; they may depend heavily on relationships with neighbors; etc.)*

2. Write the groups' statements on the chalkboard and have students compare them to their personal experiences, as discussed in the previewing activity.

Follow-up Activities

1. Introduce the term "transhumance" as it applies to Petra's seasonal trips up and down the mountain. *(The term literally means "crossing the earth"; in this case, it describes the movements of shepherds and their livestock from the Alpine valleys to higher summer pastures, returning to the lower elevations during the winter.)*

   Discuss how the Gnoses's lifestyle resembles that of a nomad, and how such an occupation can contribute to isolation. *(The Gnoses move according to the season and the needs of their livestock for better pasture. Cattle require open grasslands, which are far apart in the Alps, so Petra's animals take her away from villages and her friends.)*

2. Ask students to recall the program's geographic introductions to Northern Canada and Alpine Switzerland, and discuss how the two areas could be made less isolated. *(More airplane access to Hearst would make the great distances seem shorter. In Switzerland, if roads could be built up the mountains, or if everyone had access to helicopters, the people would be more mobile and have greater contact with other communities, etc.)* Have the class speculate whether or not the residents would be willing to accept such changes.

Petra Gnos of Bristen, Switzerland

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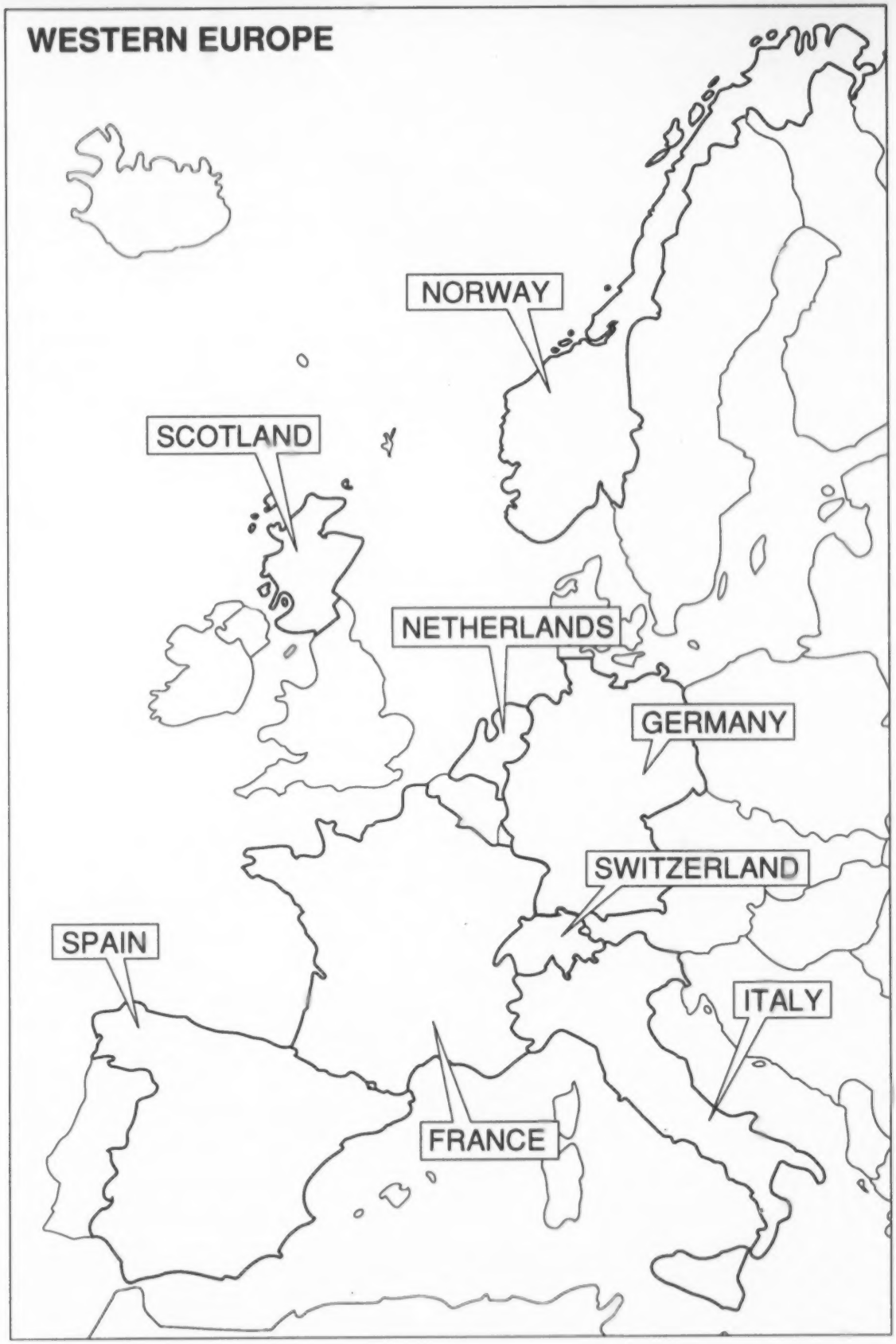
NORTHERN AMERICA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2100 M Street NW
Suite 707
Washington, DC 20037
(202) 862-9500

Distributes materials from the Office for Official Publications of the European Communities, Luxembourg. Some general publications are listed below. Contact the service for a complete list of publications and prices.

- *Environmental Policy in the European Community*
- *A Common Agricultural Policy for the 1990s*
- *The European Community's Industrial Strategy*
- *The Population of the European Community, Present and Future* (full-color map)
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   ☐ glossaries ☐ follow-up activities

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   ☐ lesson suggestions ☐ program summaries

   ☐ glossaries ☐ follow-up activities

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   Why?

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